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ABSTRACT

This booklet, highlighting the male paraprofessional in new human service occupations, describes the various New Careers programs sponsored by the U. S. Department of Health, Education, and Welfare and presents several short case histories with photographs of "New Careerists." The term "New Careers" is defined and the New Careers manpower development process is briefly described. Public Service careers are discussed and resource materials are provided, including a bibliography and a selected list of New Careers legislation. This material was developed by the deputy director of the Office of New Careers. (AG)

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H E W

New Careers Training Program

Cares About

New Careers

This program has a lot to offer...

he is interested in working...
forth something in order to get...

I really enjoyed the curriculums they had to offer in school.
The "new math", "Black History", and on-the-job playing acts.
That really gave me a chance on how to approach and deal with
other people. I also had the opportunity of attending Georgetown
University for 3 weeks for Reading Comprehension. \$72.00
weekly salary wasn't much for a family man of seven children.
By living in the National Capital Housing and on the Food Stamp
Program, it made things much easier to engage in the program.
I started as a GS-1 and now thank the Lord I am a GS-5. That
was part of my goal, I'm trying to reach.

Charles Massey

**U.S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE**

Office of New Careers
Washington D.C. 20201

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U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
OFFICE OF EDUCATION

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Office of New Careers

HEW

Cares

About

New

Careers

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Office of the Assistant Secretary for Administration and Management

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FOREWORD

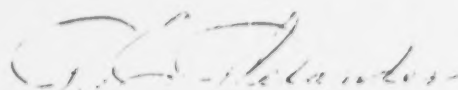
The number of requests from the public for "New Careers information" is simultaneously overwhelming and gratifying. It is also enlightening; for the Office of New Careers (ONC) has developed an awareness that the conceptual and functional language of new careers activity has been associated mainly with categorical funds only for "New Careers" programs, and not with the several programmatic-type funds which operationally embrace the new careers philosophy as a manpower (human resources) employment and development process.

This lack of "New Careers" concept-transfer has provided impetus for the preparation of this publication which seeks to highlight new careers processes, regardless of specific or categorical program-title.

The reader will note that a deliberate attempt has been made to highlight the male paraprofessional in human service-delivery work assignments.

It will also be noted that the contents of this publication are far from exhaustive. Nevertheless, it is hoped that readers will have more knowledge about the Department of Health,

Education, and Welfare's concern for and interest in the well-planned emergence of new careers to assist in delivering health, education, and welfare services throughout the Nation.

A handwritten signature in cursive script, appearing to read "A. C. Alexander".

Aaron C. Alexander

TABLE OF CONTENTS

	Page
Foreword	ii
INTRODUCTION	1
"NEW CAREERS" -- WHY IN HEW?.....	1
 THE NEW CAREERS PROCESS	
Commitment from the Top.....	8
Job Restructuring/Development	9
Recruitment and Selection	13
Budget	16
Supervision	18
Counseling	19
Training	20
Evaluation.....	21
From Concept to Action	22
 A NEW CAREERS PICTORIAL PROCESS-PROFILE	 24
INTERESTING NEW CAREERS PROGRAMS.....	33
INDIANS AND NEW CAREERS.....	37
PUBLIC SERVICE CAREERS (PSC).....	43
Model Programs.....	48
Letters from PSC Enrollees.....	54
 APPENDIXES:	
"A" --- In Retrospect.....	62
Pictures and Stories: A Local Agency	
Letters from "New Careerists".....	67
"B" --- Selected New Careers Legislation.....	71
"C" --- An Extract: Office Guidelines.....	72
"D" --- Recommended Bibliography	75

"NEW CAREERS" --- WHY IN HEW?

Introduction

The question arises: Why should an agency utilize the "new careers" approach and why is the Department of Health, Education, and Welfare encouraging it?

The main purpose of the Department of Health, Education, and Welfare is to serve the citizenry of this nation. This can be done in several ways and the Department has taken, in the past, a predominantly professional approach to providing services. We now realize that a sufficient quantity of professionals to carry out our services is not available. The systems that produce the professional human service workers are not turning out these workers in nearly enough numbers to effectively enhance and improve the delivery service system. A new approach and alternative way is called for --- New Careers.

To provide a central focus to this Department's concern, the Office of New Careers was established in July 1969. It is under the direct supervision of the Deputy Assistant Secretary for Administration, Mr. Norman Houston.

The Department is committing staff resources and time to the encouragement of new careers programs at local, State, and Federal levels and also in the private sector.

Since the Office of New Careers is responsible for overall leadership and coordination of the Department new careers activities, this "Office of New Careers Publication" is one medium by which the office can inform the public of HEW's continuing efforts to provide better services to people.

New Careers: A Conceptual and Historical Perspective

Conceptually

It has been recognized for some time that manpower shortages are seriously impairing the delivery of health, education, and welfare services. While particularly aimed at assisting disadvantaged populations to help themselves, the New Careers concept is also concerned with meeting needs of trained personnel for assistance with increasing and improving service delivery.

New Careers can be defined as "a vehicle or concept aimed at extracting essential--but less technical--duties from the professional and, by doing so, creating new jobs for the unemployed and underemployed, whereby the delivery-service system can be improved or enhanced". However, the concept can not be considered new, since there have been "aides" who have been trained by professionals and have assisted professionals for many years.

Historically

From an historical perspective, research has found that the New Careers concept is not new; for example, professional missionaries when settling in remote African countries, trained natives in various health occupations. The natives also had knowledge of roots and herbs used for medicinal purposes in Africa, which professionals had to learn about.

The natives trained were oftentimes titled "helpers". However, perhaps today their knowledge, training and expertise would assure them the title of nurse assistant, physician assistant or medical technician, in this country.

In rural areas, and in places where medical facilities are not accessible to the poor, the term "mid-wife" is familiar. Many times the mid-wife was self taught---now more widwives are becoming trained and the "mid-wife" is an old rather than new career for the paraprofessional.

More recently and with the Anti-Poverty program in 1964, many new and innovative jobs were created for the poor in an attempt to provide better and more effective services to them. Programs were based upon the belief that, as employees, the disadvantaged themselves could contribute significantly and directly to the alleviation of poverty and its consequences.

In legislative circles the Scheuer Amendments to the Economic Opportunity Act of 1966, were the Congressional bases for the programs that were titled "New Careers". They provided for new opportunities in human services.

Many services which had long eluded the grasp of citizens throughout the nation, began to infiltrate their neighborhoods. Neighborhood

workers, community health workers, manpower aides, teacher aides, social worker aides and the like are a few of the many "professional" jobs created¹ as "new careers". These have expanded to provide job opportunities in areas other than the purely human services --- Health, Education, and Welfare.

Departmentally

The Department of Health, Education, and Welfare as the largest human service agency in the world has the responsibility to provide leadership in promoting New Careers. It also has the responsibility to take maximum advantage of all available resources at its disposal in order to accomplish its mission. Through its six constituent agencies --- Office of Education (OE), Social and Rehabilitation Services (SRS), Social Security Administration (SSA), National Institutes of Health (NIH), Health Services and Mental Health Administration (HSMHA), Food and Drug Administration (FDA) --- the Department provides a variety of funding sources under which actual New Careers programs are and can be developed.

Many departmental programs lend themselves to the conceptual and functional philosophy inherent in the New Careers process. Congressional Acts, such as, the Health Manpower Act of 1968, the

¹ Office of New Careers, U.S. Department of Health, Education and Welfare, A Summary: Paraprofessional Training In Colleges and Universities, 1970-1971, p. 9.

Social Security Act of 1967, the Vocational Rehabilitation Act Amendments of 1968, the Vocational Education Act Amendments of 1968, the Juvenile Delinquency Prevention and Control Act of 1968 and Emergency Employment Act of 1971, provide authority to fund elements of New Careers programs.

The Department is doing this because it recognizes that its own activities in the areas of health, education, and welfare will work better when the New Careers concept is applied.

With our society becoming more structured and credentially-oriented and with the existing shortages of manpower, it is imperative that mechanisms be made operative that give every American a chance to reach his or her fullest potential. As a Federal agency designed to serve all the nation's citizens, it is incumbent upon us to provide more effective and better services to those it seeks to reach. Quality as well as quantity of service is the goal which cannot be over-emphasized in New Careers as one of the Department's vehicles for accomplishing its mission.

Administratively

To provide central focus to the Department's concern for New Careers in July 1969, the Office of New Careers was established.

Now under the Deputy Assistant Secretary for Administration, the mission of the office is to provide administrative leadership to and coordination of new careers activities in HEW.

In addition to funding and programmatic approaches to New Careers by the operating agencies (which will be discussed in greater detail later), there are New Careers activities presently underway in the Secretary's Office of Personnel and Training.

THE NEW CAREERS PROCESS

Commitment From the "Top"

For the past half-decade, manpower resource-utilization and development literature has persistently carried one central point with respect to New Careers and new careers-type program successes: It will never work, unless the "man at the top" (executive administrator) buys the idea and sells it to those beneath his level! (Emphasis supplied.)

The ethic of New Careers, coupled with traditional career practices, is such that it is objectionable to those (professionals and craftsmen) most likely to be helped by the process. This is one of the main reasons why it is necessary that the person at the top of the organization, agency, institution or factory that is planning to participate in the New Careers operation must wield the clout which helps to make the new idea-in-practice somewhat more acceptable to those beneath the top level. It is always the person whose position carries with it the element of final accountability for items or services being produced who will ultimately be blamed for the failure of New Careers within the sponsoring setting.

Experimental and demonstration programs for New Careers have consistently highlighted that "commitment from the top" is the surest route by which the paraprofessional -- and the apprentice -- can travel the road to success.

Job Restructuring/Development

One of the first comments often made by personnel officers when job developers approach them with respect to setting up a New Careers program is: "We do not have any jobs that a paraprofessional can do;" or "We do not know what they can do." This may be true. It may also be true that personnel officers cannot restructure jobs for non-traditional employees.

In such cases, line supervisors and workers are crucial in determining the tasks that can be extracted from certain jobs for the purpose of creating new jobs. These tasks should be accomplished in conjunction with operating, supervising, personnel, classification, and other pertinent staff. It is highly important, also, that professional organizations, credentialing groups, unions, civil service and merit commissions should share a major role in the job designing or development.

In pursuing restructuring or development processes, the actual new tasks that are to be done may be grouped or "clustered" with

the requisite skills being clearly defined. Those tasks requiring more than menial skills should be categorized separately, and designated as "new jobs." As this is done, a pattern takes place -- a career ladder evolves by which a new -- and sometimes, and old -- employee can see the opportunity for entering the job market, or advancing within the present work setting. Thus, a career ladder or lattice is born!

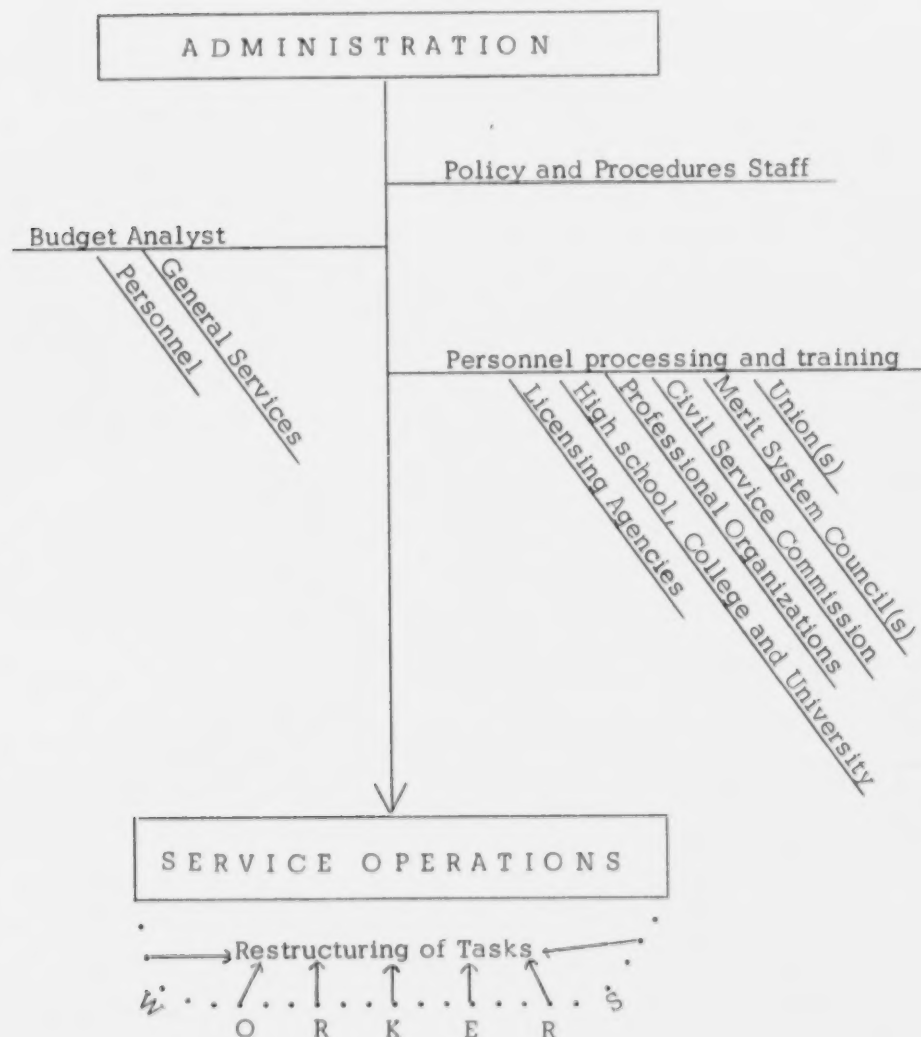
This is in keeping with the New Careers philosophy that the career ladder should indicate, not only how a person can move vertically but, also, horizontally. This process prevents dead-ended positions. The new positions should be flexible to accommodate shifts and changes in agency roles and functions.

In pursuing re-structuring and/or development processes, what has been stated in the previous comments concerning "commitments from the top" and job restructuring/development, simply focuses on the fact that developmental approaches to New Careers in a service or production setting may emanate from the "top" or the "bottom." (See diagrams, pages 11 and 12).

JOB RESTRUCTURING - THE HOW^{3/}

DEVELOPMENTAL APPROACH - NO. 1:

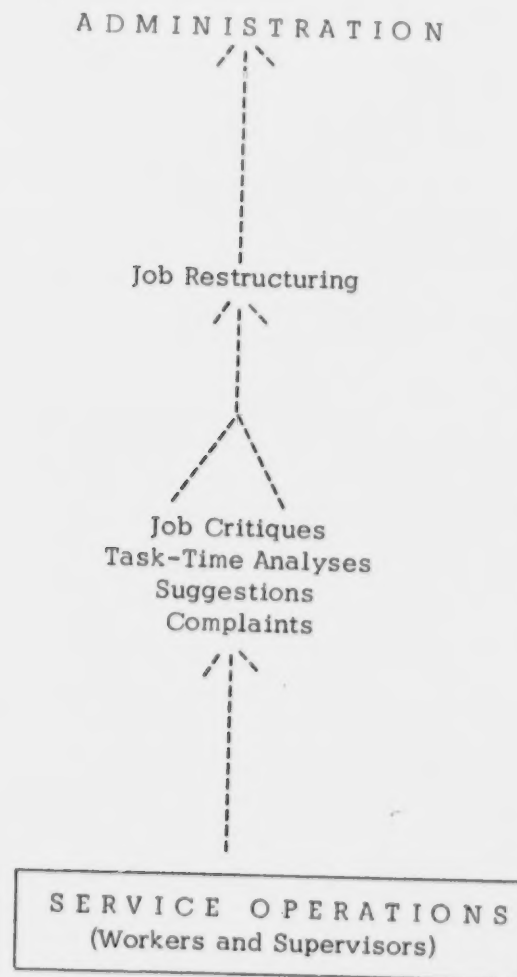
"FROM ADMINISTRATION, DOWN!"



^{3/}Office of New Careers - Unpublished pamphlet "Job Restructuring: A Developmental Approach", p. 9.

JOB RESTRUCTURING/DEVELOPMENT - THE HOW 4/

DEVELOPMENTAL APPROACH - NO. 2: "FROM OPERATORS, UP!"



4/ Ibid. page 11.

Recruitment

The recruitment process can be best carried by several methods:

(1) walk-in, (2) referrals from State Training and Employment Services, (3) referrals from community action agencies (CAA's), preferably - Concentrated Employment Programs (CEP's), (4) other manpower program linkages, and through applicant files. These sources should provide a variety of eligible applicants. If they do not, churches, schools, fraternal and other civic groups can be called upon to help with recruitment.

It is imperative that the agency draw up specific criteria for selection, and the criteria be disseminated to the recruiting sources in order to avoid persons being eliminated "before the fact" because of unpublicized qualifying constraints.

Example: Joe Dokes, an ex-narcotics user of only two months is referred to a hospital for consideration in a new careers position as a ward attendant. The hospital board has decided that no ex-narcotic users be employed. Therefore, Joe Dokes is ineligible. Although this example has been given, it should not be interpreted to mean that ex-narcotic addicts are not considered and/or employed in hospitals or accepted in

paraprofessional positions in clinics. Quite the contrary. Some very successful ex-users are presently completing or have completed training as new careerists, and are employed in these type of health-delivery settings.

Example: Mary Betts is the mother of 4 children under 7 years of age. Although she appears to be an excellent paraprofessional candidate, she does not have an adequate child care plan for hours during which she would be employed in the job. Recruitment should have occurred with the work-hours known before Mary Betts was referred to the potential employer.

Example: From outward appearance, Mrs. B. looks to be the picture of health. However, after an interview, it is learned that she is ill and requires constant medication as well as frequent clinic visits -- which caused her to lose her job she held previously. The physical requirements for the job should have been known before Mrs. B. was recruited. Certainly, and in any case, her physical condition needs to be explored prior to acceptance.

In some instances, physical examinations are not required for employment; in other cases, they are conducted by the hiring agency; and in some cases, by the referral source. In the event physical examination results are a factor in selection-considerations, the applicant should be made aware of this.

In summing up recruitment, there are some factors which should be investigated before referral is made. Those factors which would need careful investigation during recruitment are the potential candidate's child care plan, transportation, and physical problems.

Selection

Following recruitment and referral, the selection process is most important. Among the major assets or contributions the applicant should bring to the work situation are a pleasing personality and a willingness to learn the job he or she is being considered for.

The group method (several current employees comprising a panel) for making selections is becoming the preferred method for bringing paraprofessionals "on board." For interviewing two, three, or more applicants within a given time-frame, a supervisor, the project/program coordinator, and a regular employee can serve well in the screening-for-selection process. If the agency is or

has engaged in other training programs (indicating that regular employees are "ex-trainees"), these employees should be considered for interviewing by the selection panel.

Formal and/or written tests should be eliminated as the indicators of job success. It has been well demonstrated that tests do not necessarily indicate job performance-ability and/or potential.

Budget

The cost factor in programming for New Careers cannot be overemphasized. Staff is needed, training costs are needed; and more importantly, the on-going budgeting for the new positions and facilities, and additional equipment and supportive services must be included.

While training costs many times are excessive, the end product to the agency is almost always beneficial-beyond-the-cost.

Agencies should budget one year in advance for the New Careers positions so that the employees can be assured permanent employment--and fringe benefits!

Since "agency ceiling" is also a factor, and administratively it is known that by normal attrition, "x" - number of employees leave in a year, the logical administrative decision should be to freeze "x" - number of slots for the oncoming new careerists.

Linkages with institutions such as community colleges offering courses at nominal fees need to be explored. Agencies participating in New Careers programs need to convene to share problems in cost-factors. In some instances, it has been found that buying a "block" of courses from an institution when and where a group of agencies will send enrollees is cheaper than one agency's individually purchasing the training.

Example: The Department of HEW holds the prime contract for several Federal agencies located in Southwest Washington, D.C., which are participating in Public Service Careers (PSC), Plan D (programs for Federal Departments/Agencies). A contract was let by DHEW with Federal City College's Southwest Interagency Training Center, located at Ft. McNair, Washington, D.C., to conduct training for nine governmental agencies participating in the program.

Another important factor to be emphasized with respect to budgeting for New Careers, Public Service Careers, Upward Mobility Programs, and the like, is that unforeseeable problems may arise such as an "employment freeze." Although the matter of budgeting is an on-going process, contingencies should be anticipated.

Supervision

In view of many New Careerists' experiencing their first employment in the world of work in a paraprofessionally structured agency setting (and often times the agency is employing paraprofessionals for the first time), it is important that the supervisor-employee relationship be established in a positive posture.

In selecting supervisors, the project coordinator or director needs to take into consideration a supervisor's willingness to assume this new role; his evaluation as a supervisor and his current work load; his overall attitude and understanding of new careers as a concept, its roles and goals.

The supervisor responsible for job training faces a tremendous task. He must be knowledgeable of the duties the paraprofessional is expected to perform. He should be supportive and work with other staff to assure acceptance of the paraprofessional.

If he sees or is aware of a personal problem the paraprofessional has, then it is his responsibility to alert the counselor.

Evaluations of paraprofessionals should be done on a periodic basis and frequently for at least 3 months, and taper off as professional growth is obtained.

Counseling

Counseling in the traditional sense has usually occurred apart from daily work activity. Personal as well as vocational counseling needs to be a part of any upward mobility program to assure trainee success.

Generally the vocational counseling is provided at the institutions where the students matriculate.

In the New Careers process, the hiring agency or sponsor needs to employ a personnel counselor as a regular part of the team to work full time with trainees and supervisors.

If possible, the counselor should be a part of the selection panel and follow the enrollee from the time he or she enters the program until hired by the agency.

The counselor should assist the New Careerists in adjusting to the demands of their work/training schedule.

The disadvantaged may bring numerous problems to the work situation. One must foresee problems occurring such as, breakdown in child care arrangements, transportation problems, financial problems and, sometimes, difficulty with supervisors and other line staff.

It has been found that there has been a resistance on the part of supervisors and other professionals to the New Careerists.

Counseling, as a feature, is obviously supportive of the New Careerists and will also benefit the employers by reducing employee turn over and aiding employee development. Both group and individual counseling methods are recommended for New Careerists and their supervisors.

Relevant Institutions & Training

It is important that the academic training for paraprofessionals not only be adequate but, also, institutions doing the training should have credibility. Although the New Careers approach speaks of "getting the person ready in the shortest period of time," experience has shown that many trainees have completed programs of short--and long--duration, but their certificates of training do not provide a vehicle for them to move from one agency to another, or give them towards-a-degree credit for the work completed.

The trend is to link with community colleges and/or other institutions of higher learning which indicate that training-credit is transferable.

Example: Washington Technical Institute, Washington, D.C., provides training for new careers program enrollees who are sponsored by the United Planning Organization, (UPO), Community Action Agency in D.C. These trainees receive transferable college credits. Trainees who have not completed high school may take college courses for which credit hours are held in a "bank" until such time as the GED or HSD is received.

This does not negate the issue that credentialing groups and institutions should not change the existing and often times out-dated college course requirements.

The important issue in hiring paraprofessionals is the actual skills needed to do the job, as opposed to traditional classroom course completion as the hallmark. Barring college training, work experience or on-the-job training as a learning process is a most profitable and developmental substitute.

Evaluation

Once the paraprofessional has been recruited, referred, screened, selected, and hired, on-going or periodic evaluations beginning at the onset of a program of training are important to determine successes and strengths as well as weaknesses of the employee/trainee which need to be dealt with. The evaluation should not be limited to

trainee performance only, but supervisory on-the-job evaluations as they relate to trainees, and trainor evaluations as they relate to trainees and training in the academic setting, also.

The overall evaluation of augmenting and implementing the new careers concept as part of the total agency operation once done, should reach chief agency heads, board members, funding sources, and other appropriate parties.

A thorough evaluation should include the analysis and cost benefits of New Careers. This involves follow-up of trainees. There should also be made a comparative study of New Careers with other manpower program results.

From Concept to Action

There are various ways and means by which agencies can get the New Careers concept into action. Understandably, funds are the basic ingredient. Grants are let to numerous health, education, and welfare agencies by the U.S. Department of Health, Education, and Welfare. The funds may be for training, research and demonstration pilots and other types of projects. Given a grant, be it for a new program or an add-on to an existing grant, the New Careers concept may be applied. If the grant is for a short period --- one year, nine

months or less --- then the training design should be such that the employee can link with another institution or agency, or be absorbed in the existing agency structure when the program funds have expired. The agency, however, should try to obtain long term funding sources.

A NEW CAREERS PICTORIAL
PROCESS-PROFILE

On the following pages are pictures of Mr. Howard Mitchell,
an employee of Children's Hospital, Washington, D.C.

Mr. Mitchell, a Psychiatric Technician, completed a New Careers
program sponsored by the United Planning Organization's (CAA) Con-
centrated Employment Program (CEP). Although Mr. Mitchell earned
college credits while a trainee, release-time from his job was granted
by the hospital to further his education after he became an employee.

Mr. Mitchell has now received his Associate of Arts Degree from
Washington Technical Institute, Washington, D.C., and has continued
to advance on his job.

Pictures on the following pages exemplify the New Careers
process which Mr. Mitchell, and other "New Careerists," experience
in achieving personal and employment goals.



Recruitment
for
Employment



Discussing
a
New Career



Receiving
a
Physical
Examination

Accepting
Referral to
Children's
Hospital





Being
Interviewed
by a
Selection
Panel



Counseling,
an
On-going
Process

HE WORKS
WELL

with
Patients



Co-worker(s)

Supervisors
and

receives
continuing
performance-
evaluations





He and
Colleagues
Receive
Formal
Classroom
Training



Receiving
On-
The-Job
Training



Receiving
On-The-Job
Training





Receiving his
Diploma

Now --- a part
of the Children's
Hospital team --
a New Career for
Mr. Mitchell



Interesting New Careers Programs

D.C. Public Schools, Washington, D.C.

Trains teacher aides to work with handicapped children in D.C. Public Schools.

Shaw Community Health Project/NMA, Washington, D.C.

Trains community health workers, social worker aides, liaison community agents to work with patients receiving health care through the Shaw Health Center.

Galladet College for the Deaf, Washington, D.C.

Trained teacher aides and teacher assistants to provide services to the deaf children attending Kendall school at the college.

Melwood Horticulture Training Center, Marlboro, Maryland

Trains the retarded residents of the center to become supervisors of other mentally retarded persons in the floral shop, greenhouse and in landscaping work. "Certainly a new approach to rehabilitation of the mentally retarded."

D.C. Department of Human Resources/Welfare

Trains counselor aides, social worker aides, and education aides to work with welfare recipients.

The above-named projects are sponsored by the United Planning Organization (CAA). For further information contact:

Mr. Will Schulz
Project Director
New Careers Program
UPO - 1021 14th Street, N.W.
Washington, D.C. 20005
(202) 638-7300

Southern Monterey County Medical Clinic, King City, California

Trains aides to help in almost every phase of health care. They work in areas of home health, social work, nursing, x-ray, laboratory and physical therapy, clerical and other miscellaneous medical positions. The health care is provided principally to farm laborers. For further information contact:

Dr. Len Hughes Andres, FACP
Medical Director
Southern Monterey County Medical Group
King City, California 93930

New Careerists at St. Elizabeths Hospital

An exciting New Careers program is underway at St. Elizabeths Hospital - funded by the D.C. Manpower Administration, U.S. Department of Labor and sponsored by the Washington Opportunity for Women (WOW).

Training as Social Work Associates for 30 people (26 women and 4 men) began on September 14, 1970. The training consists of a basic curriculum contracted through Federal City College, on-the-job training, and core group counseling. A variety of supportive services is also provided.

During the first year, the trainees are employees of WOW and receive a salary--equivalent to the current Federal GS-2 scale. Fringe benefits include annual, sick leave and group hospitalization.

They become employees of St. E's after the first year, and in a two and one half year period the trainees progress in salary and job responsibility to a GS-5 level.

Some unique features of the program are:

1. Federal City College brings the classroom to the job.
2. The trainees in their on-the-job setting receive maximum supervision from the Professional Social Work Staff at St. E's.

3. The supervisors participate in seminars related to training the new careerists.
4. Supportive counseling provided by WOW is on a continuing basis.
5. Credits received at Federal City College lead to an A.A. degree.

For further information contact:

Mrs. Jan Valintine, Director
WOW/New Careers
St. Elizabeths Hospital
Washington, D.C. 20032
(202) 562-4900

Indians and New Careers

"The concept of New Careers has been a vital element in the development of the Indian Health Service program. Application of this concept as seen in various training programs of the service has enabled large numbers of Indian people to play a significant role in the design and delivery of health services to other communities. For many, these programs have provided their first opportunity for employment. For others, these programs have been the first step in a life-long health career."⁵

The Indian Health Service, Health Services and Mental Health Administration, operates Plan B and Plan D Public Service Career programs, and New Careers programs funded through Manpower Development and Training Act and Maternal and Child Health funds.

The PSC Plan B project is funded for approximately \$500,000.

Participants are trained for Community Health Representatives positions, Dental, X-Ray, Laboratory Assistants, and Licensed Practical Nurse positions.

In addition to these health programs, the New Careers concept has infiltrated many of the Indian Reservations --- creating new jobs

⁵ U.S. Department of Health Education and Welfare - "New Careers In The Indian Health Program"; Emery A. Johnson, M.D., Foreward, 12/70.

primarily as teacher aides in Head Start centers. These projects are operated by the Office of Child Development, Office of the Secretary.

There are twenty-five Public Service Careers Head Start programs located on Indian reservations. These programs provide for entry and upgrade employment, and the PSC enrollees have the opportunity to participate in General Education Development (GED) preparation and college courses.

A list of the projects follows:

Assiniboine and Sioux Tribes
Fort Peck Reservation
Box 307
Poplar, Montana 59255

Blackfeet Tribal Business Council
Browning, Montana 59417

Crow Creek and Lower Brule ITC
P.O. Box 598
Fort Thompson, South Dakota 57339

Crow Tribe of Indians
Box 413
Crow Agency, Montana 59022

Eastern Band of Cherokee Indians
P.O. Box 427
Cherokee, North Carolina 28719

Fort Belknap Community Council
Harlem, Montana 59526

Great Lakes Inter-Tribal Council, Inc.
P.O. Box 127
Bowler, Wisconsin 54416

Hopi Tribal Council
P.O. Box 123
Oraibi, Arizona 86039

Inter-Tribal Council of Nevada, Inc.
1995 East Second Street
Reno, Nevada 89502

Leech Lake Reservation
Business Committee
Box 308
Cass Lake, Minnesota 56633

Mille Lacs Reservation
Business Committee
Star Route
Onamia, Minnesota 56359

Navajo Opportunity
Box 589
Fort Defiance, Arizona 86504

Nez Perce Tribe of Idaho
Box 365
Lapwai, Idaho 83540

Northwest Rural Opportunities
110 North 2nd Avenue
Pasco, Washington 99301

Oglala Sioux Tribe
Pine Ridge, South Dakota 57770

Papago Tribe of Arizona
P.O. Box 278
Sells, Arizona 85634

Quechan Tribal Council
Box 890
Yuma, Arizona 85364

Red Lake Tribal Council
Red Lake, Minnesota 56671

Rosebud Sioux Tribe
Community Action Program
Box 38
Rosebud, South Dakota 57570

Sandoval County Indian
Pueblos Community Action Program
P.O. Box 578
Bernalillo, New Mexico 87004

Santo Domingo Tribe
Community Action Program
Santo Domingo
Pueblo, New Mexico 87052

Seminole Tribe of Florida
6073 Sterling Road
Hollywood, Florida 33024

Shoshone and Arapahoe
Joint Business Council
Box 217
Fort Washakie, Wyoming 82514

Standing Rock Sioux Tribe
Tribal Building
Fort Yates, North Dakota 58538

Zuni Community Action Program
P.O. Box 368
Zuni, New Mexico 87327

For further information on the Indian Health Programs contact:

Mr. Pierre Columbel
Manpower Development Specialist
HSMTHA/DHEW
Indian Health Services
5600 Fishers Lane - Room 5A26
Rockville, Maryland 20852

For further information on the Indian Head Start, Public Service

Careers Programs contact:

Mr. Kenneth Fredericks
Project Coordinator
DHEW/Office of Child Development
Indian and Migrant Division
400 - 6th Street, S.W., Room 409-B
Washington, D.C. 20201



Teacher Aides with children on Cherokee Reservation



Public Service Careers

Although modeled along the OEO "New Careers" lines, the Public Service Careers (PSC) Program administered by the U.S. Department of Labor, is designed to provide a greater thrust in meeting manpower needs. Like "New Careers", PSC reaches persons who have employment problems mainly because they do not have the traditional academic credentials and other criteria to enter or move up in traditional jobs.

PSC differs from New Careers Programs in that employees are hired at the onset and training takes place thereafter. In many New Careers programs, persons were trained first, and hired later if training was satisfactorily completed. It was found that commitments for jobs at the end of training were sometimes unfulfilled. The concept of PSC is "hire first, train later".

The Public Service Careers program has four major plans.

Plan A - Entry and Upgrading in State, County and local governments

Plan B - Employment and upgrading in Grant in-Aid Programs

Plan C - New Careers in Human Service (Non CEP Programs)

Plan D - Entry and Upgrading in the Federal Service

The U.S. Department of Health, Education, and Welfare was the recipient of the largest grant for Plan B operations.

The Office of New Careers under the Office of the Assistant Secretary for Administration and Management is the delegated unit responsible for providing overall departmental coordination and program administration of all DHEW, PSC Plan B programs.

To date approximately 12 million dollars have been dispersed to 125 projects in 43 states, including the Virgin Islands and Puerto Rico -- 25 projects are located on Indian reservations.

DHEW/PUBLIC SERVICE CAREERS

PLAN "B"

SUMMARY OF PLAN B OPERATIONS - STATES INVOLVED, NUMBER OF ENROLLEES, AND AMOUNT OF FUNDING, BY DHEW SPONSOR

DHEW SPONSOR	TOTAL NUMBER STATES INVOLVED	TOTAL NUMBER PLAN "B" OPERATIONS	TOTAL NUMBER PLAN "B" ENROLLEES	FUNDING
Social and Rehabilitation Service	15	19	2,147	\$ 4,991,503
Office of Child Development	37	87	1,936	2,990,895
National Institute of Mental Health	10	13	1,249	2,667,083
Community Health Services	5	6	367	746,500
Office of Education/Library Programs	2	2	75	195,681
TOTAL	69 (Duplicated) 43 (Unduplicated)	127	5,774	\$11,591,662

Initially, along with the DOL representatives, ONC identified the agencies within the Department to receive grants.

Delegation of authority was granted the participating agencies by ONC.

ONC has provided technical assistance to administrative and project staffs; compiled data on phase-in, occupations; salary range, and funding; served as a spokesman for the Department regarding the programmatic aspects of the program, and evaluated projects to determine their effectiveness and ascertain models for replication.

Below are evaluation criteria tools stressed by the Office of New Careers. The office supports the following with respect to new careers - type operations:

"EPLE" (Entry Performance-Level Evaluations)

The ONC recognizes that each paraprofessional begins the new careers process at a given point in his or her functional ability. Techniques and/or tools used to provide a reasonably objective assessment of program-entry functioning are necessary.

"PAM" (Performance Appraisal Methodology)

The manner in which each careerist's progress is measured--and the frequency with which this occurs--is also of interest to the ONC. Stagnation in a "fixed" program element is undesirable; therefore, performance appraisals should occur frequently.

"ITTS" (Individualized Time-Training Sequence)

Inflexible time-frames for component-participation by new careerists negate the fact that each individual progresses at his own rate, and within the context of his own capabilities and/or potentials. "PAM" is directly related to a sponsor's concept of training, and reflects awareness of the methodology employed - or its lack - of innovative, productive training processes.

"SUM" (Skill Upgrading Mechanism(s))

The ONC recognizes that various arbitrary barriers have precluded equal employment and advancement opportunities for many persons, regardless of their skills, in countless employment situations. New Careers program mechanisms should allow for skill and academic "PAMs" that permit somewhat immediate upgrading opportunities.

Some Selected PSC Plan B
Employees' Job Titles

Administrative Assistant
Alcoholism Coordinator
Alcoholism Counselor
Assistant School Community Agency
Assistant Social Worker
Audio-Visual Technician

Bookkeeper

Case Aide
Caseworker's Aide
Caseworker's Assistant
Child Care Attendant
Community Health Worker
Community Worker

Direct Service Technician

Environment Health Technician

Family Health Worker
Family Planning Aide
Field Workers Aide

Headstart Teacher

Income Maintenance Technician
Interviewer Aide

Laboratory Assistant
Laboratory Technician
Library Aide
Library Clerk

Medical Aide
Medical Assistant
Medical Records Clerk

Neighborhood Worker
Nutrition Assistant

Parent Counselor
Parent Involvement Aide
Physician Assistant
Physician Attendant
Probation Aide
Public Health Laboratory Aide

Research Aide

Speech and Hearing Aide
Supervisory Community Worker

Teacher's Assistant
Teacher's Aide
Testing Assistant

Volunteer Coordinator

X-Ray Technician

Selected Model Public Service Careers Programs

Colorado, Denver

Sponsor - DHEW/Social and Rehabilitation Services

Agency - Wheat Ridge State Home and Training School/Mental
Retardation

Special Features

Position: Mental Retardation Technician

Program Elements:

- a. Entry and upgrading component
- b. Manpower linkages with MDTA, WIN, SER, Metropolitan
Denver Child Care Association
- c. GED preparation
- d. Counseling services
- e. College participation

For further information contact:

Mr. James Graves, Project Director
Public Service Careers
306 State Service Building
Denver, Colorado 80203

California, Los Angeles

Sponsor - DHEW/Office of Child Development

Agency - Los Angeles County Superintendent of Schools

Special Features

Position: Teacher Aides

Program Elements:

- a. Entry and upgrading component
- b. Persons placed in PSC work in Head Start, Script and Follow Through programs
- c. College participation, senior and junior levels
- d. Mini course work shop supplement
- e. Work site tutoring for GED preparation

For further information contact:

Dr. Levonia Steele, Project Director
Public Service Careers Program
155 West Washington Boulevard
Los Angeles, California 90015

Mississippi, Jackson

Sponsor - DHEW/Health Services and Mental Health Administration
Comprehensive Health (314E)

Agency - University of Mississippi Medical Center

Special Features

Position: Obstetrical Technicians and Health Aides

Program Elements:

- a. Entry and upgrade component
- b. Communication skills course
- c. Medical terminology integrated with communication skills course
- d. In-service training and counseling for staff
- e. On the job training
- f. Counseling services, individual and group (for enrollees)

For further information contact:

Mr. Cecil G. Russell
Associate Director
Office of Allied Health Professions
University of Mississippi Medical Center
Jackson, Mississippi 39216

New York, New York

Sponsor - DHEW/Office of Education, Division of Library Programs

Agency - District 12 Community Education Center

Special Features

Position: Library Technician

Program Elements:

- a. Entry component only
- b. In-service training workshops for staff and PSC personnel
- c. College participation in Bronx Community College
- d. Counseling, individual and group
- e. Library skills development

For further information contact:

Mrs. Winifred Veazy, Project Director
Public Service Careers Program
865 East Tremont Avenue
Bronx, New York 10460

Oklahoma, Norman

Sponsor - DHEW/National Institute of Mental Health

Agency - Central State Community Mental Health Center

Special Features

Position: Psychiatric Attendants

Program Elements:

- a. Entry Component
- b. Work on children and geriatric services; vocational rehabilitation unit
- c. Training provided by the University of Oklahoma Medical School and Departments of Social Work and Psychology
- d. GED preparation

For further information contact:

Dr. Vera Gatch, Project Director
Public Service Careers Program
909 East Alameda
Box 151
Norman, Oklahoma 73069



Reading readiness workshop, New Haven, Connecticut
Head Start Public Service Careers Program



Mrs. Lynn Baur, Teacher, tutors Mrs. Rosa Marino
and Mrs. Celia Terp, Los Angeles County School District
Head Start/Public Service Careers

263-West 11th St.
Pomona, Calif. 91766
January 17, 1972

Mr. Norman Houston
% Office of New Careers
Room 5319 North Bldg.
Dept. of Health Education and Welfare
330 - Independence Ave. S.W.
Washington D.C., 20201

Dear Mr. Houston,

Being an enrollee of the Public Service Careers program, has enabled me to accomplish many goals which I would not have accomplished without the help of P.S.C.

The P.S.C. teachers tutored me so that I would be confident and prepared to take the K.E.D. test. After this special tutoring, I felt better about the test and my own abilities, took the test, passed it with high scores, and received my high school diploma. I still just can not believe that I have my diploma. I thought it would never happen!

Also, I have already taken one college class, for which I received an "A" grade, and I am enrolled to start a new college class this February. In December, I even applied for my nursery school teaching provisional. Things certainly are looking up, thanks to P.S.C.

P.S.C. has given me confidence, tutoring, financial assistance for books, supplies etc., and that extra push I needed to get going, and keep going.

Please help this worth while program continue to help us help ourselves.

Thank you.
Cora M. Biscaglia

27 Champion Place
Alhambra, Calif. 91810
January 14, 1972

Mr. Norman Houston
c/o Office of New Careers
Room 5319 North Building
Dept. of Health Education & Welfare
330 Independence Avenue S.W.
Washington, D.C., 2021

Dear Sir,

The Public Service Careers program has been of great and valuable help to me in terms of furthering my educational goals. I have been not only provided me with much needed help and guidance in counseling, tutoring, and especially important to me, financial assistance. Also the encouragement has been tremendous.

There are many programs in existence providing many of the services to its trainees, but I doubt that they are as effective as P.S.C.

I have ten children who are all in school and I know for a fact that without P.S.C. I would have given up long ago in the goals I have set up for myself. I hope that it may continue, as it has been of great help to me and to other trainees that I am in contact with.

On behalf of my family and myself, thank you for your help and would you please do anything that is within your power to help keep this program going.

Sincerely,
Beatrice L. Hernandez

186 E. Phillips
Pomona, Calif. 91766
Jan 17 1972

Mr. Norman Houston
% Office of New Careers
Room 507 North Building
Dept. of Health, Education & Welfare
330 Independence Avenue S.W.
Washington D.C. 20201

Dear Mr. Norman Houston

The PSC program has helped me
with my work as an assistant teacher with students
by encouraging me to take classes pertaining to
child care. I have so far earned thirteen college
units and my last 1st professional instruction
unit. I intend to take more classes at Saint
Antonio Jr. College.

Through PSC courses I have also
earned various language skills useful in college
courses. P.S.C. teachers have also helped me in
preparation for a G.E.D. test.

I hope that P.S.C. would be refunded so that
I might have the support of P.S.C. as I continue my
college courses.

Sincerely, Lillian M. Valencia



Mr. John Mosley, Region VIII Coordinator for Community and Field Services, discusses progress of the Public Service Careers Program with Mr. Hank Diaz. Mr. Diaz, formerly Coordinator with PSC, Office of Child Development, is now Deputy Director in the Office of Upward Mobility, Office of the Secretary.

Gloria Castro
1472 E. Phillips
Romona, Calif. 91766
January 17, 1972

Norman Houston
Washington, D. C.

Dear Sir,

I have been a member of the
U.S. P. Program now for almost one year. In
this time I have gained so much information
and have received so much material to help
me in my job and further my education.

Since I have joined U.S.P. I have
enrolled at Mt. San Antonio College and am
working toward a teaching certificate. They also
let me know that I could obtain a provisional
California Teacher Permit, which I have already
applied for.

I feel this program should be
extended since it is so beneficial to all of us.
I still have so many questions unanswered, and
not enough time in the time limit for this
year.

Sincerely
Gloria Castro

11969 146th St.
Newark Calif.
Jan. 17, 1972

Mr. Norman Houston
c/o Office of New Careers
Room 5319 North Building
Dept. of Health Education & Welfare
330 Independence Avenue S.W.
Washington D. C., 20201

Dear Sir:

I feel that there is no other program like the Public Service Careers Program. It is a program that people like me need. We need individual help, materials, and tutoring.

The Public Service Careers Program has helped me to gain self confidence and has given me individual guidance.

Should it be continued? Yes because others like me wouldn't get this help. One year is not long enough! You're just getting started and it is taken away from you. If this program is discontinued, where are we left.

Sincerely yours,
Gloria E Parra



Two employees of
the
Arkansas State Department of Public Welfare

Mr. Monroe Hallman
and
Mrs. Jeri Ballard

APPENDIX "A"

In Retrospect

Because this publication lends itself to the writer's personal and professional experiences with new careers, it has served as a catalyst in the writer's recall of significant incidents, which have new careers highlights. In retrospect, therefore, the personal pronoun has been used. This serves to project the writer "backwards" with what is hoped will emerge as "on-the-spot" coverage. "I" has been used freely.

The Precipitating Shock

During the Southwest Washington Urban Renewal, former Senator Wayne Morse observed some small children eating out of a garbage can. Concerned about the poverty in Washington, D.C., he was responsible for approximately one million dollars being appropriated for food orders for hungry children who were not recipients of public welfare.

The Aftermath

Funds for the Emergency Food Order Program were administered by the D.C. Welfare Department, now the Department of Human Resources. Because of the tremendous publicity and the number of hungry families applying for food, and the shortages of welfare social service personnel, a call for volunteers was made to assist in processing food applications.

In spite of the assistance that the volunteers gave, it was still necessary for the social workers to rotate on the Emergency Food Order Program (EFO). Although coverage of case loads was provided by the social service staff, not detailed to EFO, there were many duties that went unattended because of shortage of staff.

The Applicant with Foresight

The application process required verification of residence and proof of rent and verification that children were in the home. A short form was used for certifying the applicant for a food order. It was impossible to provide personal counseling to each applicant. Generally, applicants were eligible for three food orders.

One day a young lady came in for her third certification. I took a few minutes to explore with her plans for sustaining herself. She was an alert young lady of 23 years with small children, a high school dropout, and unmarried, and financially dependent upon her mother. She had applied for jobs but she lacked the necessary skills and education. She had the opportunity to observe the EFO application process which consisted of completing a simple form and ascertaining from a scale the dollar amount an applicant was to receive for food. I asked her "where do you go from here?"

"What will you do?" Her response was, "I can do what you are doing. I can read and write and add. I am pleasant. I know how to greet people and I can do what you are doing."

In a supervisory conference at a later time, the possibility of a social service aide program was discussed. However, immediately I was advised, "you know we must have competent people, people with a college degree."

It's interesting to note that this agency, the Department of Human Resources (Welfare), has one of the largest new careers programs in Washington, D.C., and has trained over 40 persons yearly, for the past four years in the areas of social worker aides and counselor aides.

Maybe, many young ladies -- counterparts to the one mentioned above -- are now (approximately 15 years later) benefitting from New Careers programs which make it possible for clients' needs to be more adequately met.

Successful New Careerists

Mrs. Gloria Ann Ellis

Mrs. Ellis, a former welfare recipient started training at the D.C. Public Welfare in 1968. Prior to entering the program, she was employed as a cleaning lady in the General Services Administration for three and one-half years.

Mrs. Ellis satisfactorily completed her training and became employed as a counselor aide GS-1.* She is now a GS-4, and has been recommended for a GS-5. A mother of 5 children, she is now buying a home and has done exceptionally well in her "new career".

Mr. Charles Massey

Mr. Charles Massey is the father of 9 children. His usual type of work was "construction" and because construction work was seasonal, there were many periods in Mr. Massey's life when he was unemployed.

He learned about the New Careers program sponsored by Concentrated Employment Program (CEP) Center of the United Planning Organization. He applied and was accepted. Mr. Massey began employment at D.C. Welfare as a GS-1, Counselor Aide. He is now a Counselor, GS-5.

* "GS"--the U.S. Civil Service Commission's "General Service" classification, by grade levels.



Mrs. Gloria Ellis and Mr. Charles Massey
discussing their New Career.



Mrs. Helen F. Haskins, Chief, Basic Entry Training
Branch, Department of Human Resources, discusses
progress with Mr. Massey and Mrs. Ellis.

Gloria R. Ellis
8142 - Brynmore Pl.
Palmer Park, Md. 20785
January 30, 1972.

Dear Miss. Shach,

I do not know how to start this, but I can express my feelings. I started training in the New Careers Program in February 1968. My training was completed September 1968. My training consisted of learning each residents by name and assisting the residents with their personal care, also assigned work details in the cottage. Our training also orientated us to each and every cottage on the grounds, also working with all ages. Our training was completed in Sept. 1968. And because of the Grade 1 most of the business attempted to encourage us not to take the job, I for one accepted the position. My reasons I enjoyed the work I felt needed and appreciated and in doing this, I knew that I would not always be a grade 1. Since then I have received good efficiency ratings. I am now a grade 4 and has been recommended for a grade 5.

(over)

(2)

I do know and would like to recommend others
for the programs there is independency and security
waiting to be accepted. Thank you for allowing
me this opportunity to express my appreciation
to New Careers program.

Thank You
Gloria C. Ellis

New Careers Training Program

I started in the New Careers Program around July '68. This program has a lot to offer for a family and a single man, if he is interested in working around with people. You have to put forth something in order to get something out of a job.

I really enjoyed the curriculums they had to offer in school. The "new math", "Black history", and on-the-job playing acts. That really gave me a chance on how to approach and deal with other people. I also had the opportunity of attending Margetown University for 3 weeks for Reading Comprehension. \$72.⁰⁰ weekly salary wasn't much for a family man of seven children. By living in the National Capital Housing and on the Food Stamp Program, it made things much easier to engage in the program. I started as a GS1 and now thank the Lord I am a GS5. That was part of my goal, I'm trying to reach.

Charles Massie

HOPE*

Creating jobs for welfare recipients could show that there is hope, that there is a future, and most of all that there is someone who cares.

Most recipients are not **ungrateful**, **untrustworthy**, and most of all **lazy**. They can make themselves useful if only given a chance.

We as "Community Service Workers" and welfare recipients have started the ball to roll by showing the public "we" can do something to help build this path out of poverty, if not for ourselves, at least for our children.

I had a dream of being just only counted in society instead of looked over. I won't stop until I plant this seed of recognition into the souls of other welfare mothers, if not the mothers then certainly the children, the leaders of tomorrow. They have to want to be something in order to be somebody. So Mahoning County Welfare Department keep up your good training program.

* Typed verbatim from a paper submitted by Mrs. Edith Henderson, an entry enrollee in Mahoning County, Ohio.

APPENDIX "B"

Selected New Careers Legislation

Air Quality Act - EPA

Alcoholic and Narcotic Addict Rehabilitation Act - HEW

Allied Health Manpower Act - HEW

Clean Air Act - EPA

Economic Opportunity Act - OEO, DOL, HEW

Emergency Employment Act - DOL

Elementary and Secondary Education Act - HEW

Handicapped Children Early Education Act - HEW

Health Manpower Act - HEW

Higher Education Act - HEW

Housing Act (Community Development Training - Model Cities) - HUD

Juvenile Delinquency Prevention and Control Act - HEW

Manpower Development and Training Act - HEW, DOL

Older Americans Act (Foster Grandparent Program) - Action Agency

Public Health Service Act - HEW

Social Security Act - HEW

Vocational Rehabilitation Act - HEW

APPENDIX "C"

OFFICE OF NEW CAREERS

POLICY AND PROCEDURAL GUIDELINES

Part I

The purpose of these guidelines is to set forth the basic principles by which the Office of New Careers (ONC) shall seek to fulfill its mandated responsibilities.

As mentioned previously, the ONC has the generic responsibility for providing Departmental leadership and coordination in the new careers area(s). The office takes the theoretical position that "New Careers" is a concept which is focused on improving the delivery of human services while, simultaneously, improving human resource-utilization with a concomitant reduction in manpower shortages.

In practice--and with proper application--"New Careers" becomes a method for providing gainful, permanent employment augmented by training for heightened job performance(s) resulting in a worker's job and wage elevation(s).²

In accomplishing its overall mission, the Office of New Careers has specific functions: 1) Providing leadership and coordination for the Department in the new careers area, 2) Assisting and supporting

² Office of New Careers, U.S. Department of Health, Education, and Welfare, "Policy and Procedural Guidelines", June 1970, p. 1.

the efforts of operating agencies in developing and expanding new careers components and concepts in the grant-in-aid programs ,

3) Providing general information about the new careers concept to potential programs and/or sponsors in local communities , professional and work organizations , accrediting and licensing agencies , and other interested parties , 4) Encouraging innovative and adaptive uses of the new careers concept in promoting and developing manpower development and delivery systems , 5) Maintaining a central source of information about new careers efforts within the Department , and being familiar with those of other agencies , 6) Representing the Department in the new careers area with other departments and private groups , 7) Maintaining liaison and providing assistance to the efforts of the Department's Office of Personnel and Training in its responsibility to develop new career opportunities for Department employees , 8) Serving as the Secretary's principal agent for providing leadership and coordination of the Department's efforts as they relate to the Department of Labor's Public Service Careers Program: Plan -B (Employment and Upgrading in Grant-in-Aid Programs) , 9) In cooperation with the departmental program agencies , establishing and maintaining goals to be accomplished and making continuing analyses and evaluations of activities

and progress in the broad subject area, and 10) Supporting New Careers concepts and programs in the legislative and appropriation cycles.

APPENDIX "D"

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